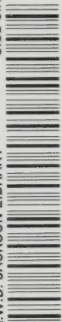
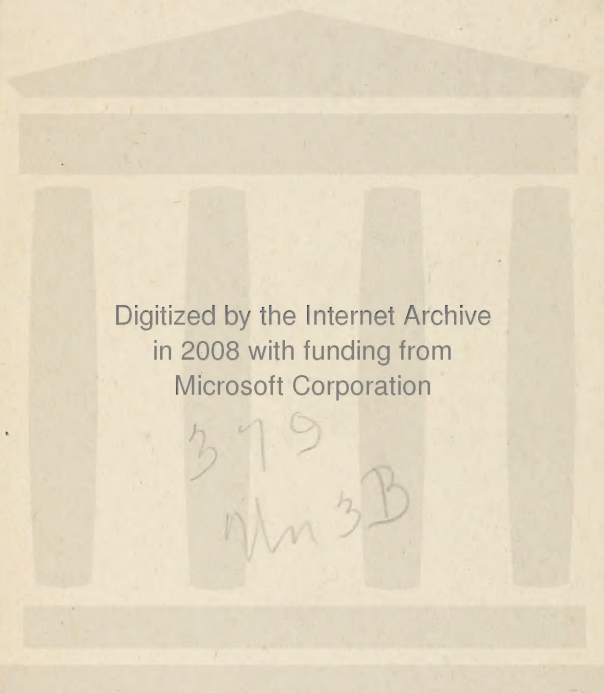


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Wright, Robert Herring, 187

Training courses for rural

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Handschin, Charles Hart, 18

The teaching of modern lang

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MacLean, George Edwin, 1850

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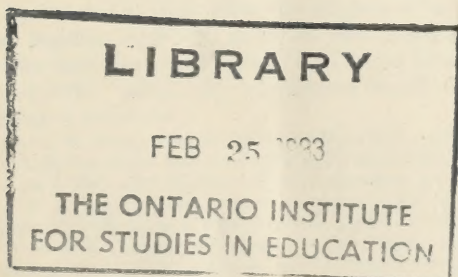




# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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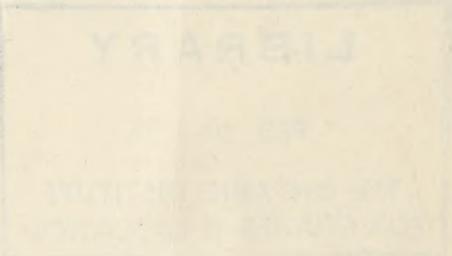


UNITED STATES DEPARTMENT OF EDUCATION  
BUREAU OF EDUCATION

MONTHLY RECORD OF CURRENT  
EDUCATIONAL PUBLICATIONS

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for the Department of Education  
Washington, D. C.

23241



# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

## INTRODUCTORY NOTES.

Some especially significant books listed during the past month are the following: Drever, Greek education; Parker, Textbook in the history of modern elementary education; Watson, Vives and the renaissance education of women; Andrews, Introduction to study of adolescent education; Rice, Scientific management in education; Rusk, Introduction to experimental education; Binet and Simon, Method of measuring the development of the intelligence of young children, translated by Clara H. Town; Carney, Country life and the country school; Parkin, Rhodes scholarships; Baldwin, Relations of education to citizenship; Whitehouse, Problems of boy life; Cope, Efficiency in the Sunday school; Herder's *Lexikon der pädagogik*, Band 1. Among the periodical articles deserving attention are Kovalevsky on The Duma and public instruction; Snedden, Training of high-school teachers; Maxwell, My ideals as superintendent; and Cooley, Need for vocational schools.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

## PUBLICATIONS OF ASSOCIATIONS.

1. **Conference on the conservation of school children.** Conservation of school children. Being the papers and discussions of a conference at Lehigh university, April 3 and 4, 1912, under the auspices of the American academy of medicine, together with several papers (not presented to the Conference) prepared for this volume. Easton, Pa., Printed for the American academy of medicine, 1912. 293 p. 8°. (Reprinted from the Bulletin of the American academy of medicine.)

Contains: 1. A. W. Edson: How far shall the public school system care for the feeble-minded? p. 28-35. 2. J. H. Van Sickle: How far shall the public school system care for the feeble-minded? p. 36-40. 3. E. B. McCready: How far shall the public school system care for the feeble-minded? p. 41-52. 4. O. R. Lovejoy: Child labor vs. the conservation of school children, p. 63-72. 5. Percy Hughes: Teaching hygiene: what should be taught? From the teacher's viewpoint, p. 79-91. 6. W. S. Steele: Teaching of hygiene—methods in vogue, p. 92-98. 7. Louis Nusbaum, How should hygiene be taught? p. 99-110. 8. T. D. Wood: Education for better parenthood, p. 111-20. 9. Helen C. Putnam: Education for parenthood, p. 121-31. 10. J. F. Edwards: Medical inspection of schools from the point of view of the health officer, p. 138-47. 11. T. A. Storey: Medical inspection of schools from the standpoint of the educator, p. 148-57. 12. I. S. Wile: The relative physical advantages of school lunches in elementary and secondary schools, p. 174-83. 13. L. T. Royster: The subnormal school child, p. 194-200. 14. W. S. Hall: The teaching of social ethics, and its relation to the conservation of the child, p. 201-15. 15. Mary E. Bates: The Colorado method for the examination and care of public school children, p. 216-37. 16. E. B. Hoag: The teacher's relation to health supervision in schools, p. 241-48. 17. Frank Allport: The school nurse, p. 249-54. 18. T. W. Grayson: Open-air schools, p. 255-60. 19. E. W. Goodenough: Medical inspection of schools, p. 261-67. 20. J. E. Tuckerman: Management, maintenance and efficiency of the school for cripples in Cleveland, p. 275-78.



2. **Congress of the universities of the Empire.** London, 1912. Report of proceedings, ed. by Alex Hill, secretary to the Congress. London, Pub. for the Congress by the University of London press, Hodder & Stoughton, 1912. xlii, 464 p. 4°.

Contains: 1. Specialization among universities: Sir Alfred Hopkinson, T. Herbert Warren. 2. Inter-university arrangements for post-graduate and research students: William Peterson. 3. The relation of universities to technical and professional education and to education for the public services: Arthur Smithells, S. M. Leathes. 4. Interchange of university teachers: J. W. Barrett. 5. The problem of universities in the East in regard to their influence on character and moral ideals: Sir F. D. Lugard, J. C. R. Ewing. 6. Residential facilities, including colleges and hostels in connection with universities: E. B. Sargant. 7. Conditions of entrance to universities and the possibility of equivalence and mutual recognition of entrance tests to degree courses: P. E. Matheson. 8. Action of universities in relation to the after-careers of their students: H. A. Roberts, Miss M. G. Spencer. 9. Provision of courses of study and examinations for other than degree students, including university extension and tutorial class work, etc., J. A. R. Marriott, D. H. S. Cranage. 10. The establishment of a central bureau: its constitution and functions: G. R. Parkin. 11. The position of women in universities: Miss H. M. White. 12. Representation of teachers and graduates on the governing body of a university: Sir James Donaldson. An extended discussion follows each topic. The appendices contain a Summary of returns of information supplied by the several universities bearing upon the subjects discussed at the Congress.

3. **Deutscher kongress für jugendbildung und jugendkunde.** Erster Deutscher kongress für jugendbildung und jugendkunde zu Dresden am 6., 7. und 8. oktober 1911. I.-II. teil. Leipzig und Berlin, B. G. Teubner, 1912. 2 v. 8°. (Arbeiten des Bundes für schulreform, allgemeinen deutschen verbandes f. erziehungs- u. unterrichtswesen.)

4. **South Dakota educational association.** Proceedings of the twenty-ninth annual session . . . held at Pierre, Nov. 27-28-29, 1911. Pierre, South Dakota, Published by the Executive committee. 205 p. 8°. (J. F. Olander, corresponding secretary, Pierre, S. Dak.)

Contains: 1. J. W. Heston: Public school agriculture, p. 45-52. 2. C. G. Lawrence: The country school problem, p. 53-62. 3. S. F. Kerfoot: What is due the college from the high school, p. 76-82. 4. J. W. McClinton: What the high school expects of the college, p. 83-87. 5. Dilla E. Wimple: The influence and extension of school work outside and beyond the walls of the school room, p. 91-95. 6. F. L. Shaw: The county superintendent's authority, p. 100-105. 7. C. K. Overhulse: What can be done to improve the county normal institute? p. 106-109. 8. Joseph Swenson: The rural school of the future, p. 117-22. 9. A. N. Hume: Agriculture in the public schools, p. 123-37. 10. W. F. Rasche: The playground, a factor in the public school, p. 145-51. 11. Theodore Saam: Difference in qualifications for high school and primary teachers, p. 172-77. 12. C. R. Goff: The duties and obligations of the school board, p. 195-200.

5. **Southern sociological congress.** The call of the new South. Addresses delivered at the Southern sociological congress, Nashville, Tennessee, May 7 to 10, 1912. Ed. by James E. McCulloch. Nashville, Southern sociological congress, 1912. 387 p. 8°.

Includes sections on Child welfare, Education, etc.

6. **Virginia. University. Conference for the study of problems of rural life.** Rural life conference held at the University of Virginia summer school, July 15 to 20, 1912. Charlottesville, Va., University of Virginia press, 1912. 363-472 p. 8°. (Alumni bulletin of the University of Virginia, vol. 5, no. 4, August 1912.)

Contains: 1. T. O. Sandy: How the country boy can make a successful farmer, p. 389-94. 2. Bradford Knapp: New activities of rural education, p. 398-403. 3. T. S. Settle: Play and athletics for Virginia country school children, p. 404-407. 4. Henry Israel: The new country life movement as the Young men's Christian association is championing it, p. 413-21. 5. Ella Agnew: Girls' canning clubs, p. 421-24. 6. H. F. Cope: Education through social organizations, p. 425-26. 7. John Munroe: The agricultural high school, p. 451-59.



## NEW PERIODICALS.

7. **Akademische rundschau.** Zeitschrift für das gesamte hochschulwesen und die akademischen berufsstände. Vol. 1, no. 1, October 1912. Published monthly. Leipzig, Germany.
8. **American teacher.** Vol. 1, no. 1, January 1912. Published monthly, except July and August, New York, N. Y.
9. **Johns Hopkins alumni magazine.** Vol. 1, no. 1, November 1912. Published four times during the academic year, Baltimore, Md.
10. **Philippine craftsman.** Vol. 1, no. 1, July 1912. Published monthly, except March, April, and May, by Bureau of education, Manila, P. I.
11. **Revista de educación.** Vol. 1, no. 1, April 1912. Published monthly. Quito, Ecuador.
12. **Revista universitaria.** Vol. 1, no. 1, July 1912. Cuzco, Peru.
13. **School.** Vol. 1, no. 1, September 1912. Published monthly, except July and August, University of Toronto, Toronto, Canada.
14. **Social center.** Vol. 1, no. 1, November 1912. Published monthly, New York, N. Y. (Ossian Lang, editor and publisher)

## BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

## GENERAL REFERENCE WORKS.

15. **Lexikon der pädagogik.** Im verein mit fachmännern und unter besonderer mitwirkung von Dr. Otto Willmann hrsg. von Ernst M. Roloff. Erster band. Abbitte bis Forstschulen. Freiburg im Breisgau, Herdersche verlagshandlung, 1913. xvii p., 1346 col. 4°.

## EDUCATIONAL HISTORY.

16. **Drever, James.** Greek education; its practice and principles. Cambridge, University press, 1912. 107 p. 12°.
17. **La lutte scolaire en France au dix-neuvième siècle; leçons professées à l'École des hautes études sociales,** par MM. F. Buisson, L. Cahen, A. Dessoie, E. Fournière, C. Latreille, R. Lebey, Roger Lévy, Ch. Seignobos, Ch. Schmidt, J. Tchernoff, E. Toutey, avec une introduction par M. J. Letaconnoux. Paris, F. Alcan, 1912. xix, 284 p. 8°. (Bibliothèque générale des sciences sociales.)
18. **Picavet, François.** Saint Paul a-t-il reçu une éducation hellénique. *Revue bleue* (Paris), 50: 657-60, November 23, 1912.  
To be continued.
19. **Parker, Samuel Chester.** A textbook in the history of modern elementary education, with emphasis on school practice in relation to social conditions. Boston, New York [etc.] Ginn and company [1912] xxiv, 505 p. illus. 12°.  
Aims to maintain a proper ratio between descriptions of social conditions, statements of educational theory, and descriptions of school practice.
20. **Taylor, William F.** The Charterhouse of London. Monastery, palace, and Thomas Sutton's foundation. London, J. M. Dent & sons; New York, E. P. Dutton & co., 1912. 283 p. illus. 8°.
21. **Watson, Foster, ed.** Vives and the renaissance education of women. New York, Longmans, Green & co., 1912. xv, 259 p. 12°.

Contains English translations of the following works of Vives: Instruction of a Christian woman, Plan of girls' studies, Plan of boys' studies, Satellitium or symbola, The learning of women. Also contains Richard Hyrde on the Education of women, The school of Sir Thomas More, and The defence of good women, by Sir Thomas Elyot. A general Introduction is prefixed to the selections.

## PRESENT SITUATION.

22. **Koeppel, George.** Observations concerning the organization of schools and certain phases of educational work in Germany. Elementary school teacher, 13: 189-97, December 1912.  
First paper of series. A fundamental principle of success in German pedagogy is the effort "to make all instruction as far as possible objective."
23. **Kovalevsky, Evgrav.** The Duma and public instruction. Russian review (London), 1: 64-79, July 1912.  
This article describes the work on public instruction of the third Russian Duma. In this connection, an important recent book with text in Russian is Public instruction in the state Duma: Speeches, reports, and articles, by E. P. Kovalevsky. St. Petersburg, 1912. 354 p. 8°.
24. **Kühnemann, Eugen.** Deutsch und Amerikanisch. Monatshefte für deutsche sprache und pädagogik, 13: 297-302, November 1912.  
Derives special interest from the fact that Professor Kühnemann is Carl Schurz professor at the University of Wisconsin this year.
25. **Menmuir, Charles.** Scotland and her educational institutions. Westminster review, 178: 667-76, December 1912.  
Second paper on subject. Lauds the educational system of Scotland. Develops the idea of liberty of thought in the Scottish universities.
26. **Scott, W.** World education. A discussion of the favorable conditions for a world campaign for education. Cambridge, Printed for the author, 1912. 123 p. 12°.
27. **Shields, Thomas Edward.** Survey of the field. [Changes in educational ideals, methods of teaching, curricula, and in educational policies] Catholic educational review, 4: 444-63, November 1912.

## PEDAGOGICS AND DIDACTICS.

28. **Andrews, Cyril Bruyn.** An introduction to the study of adolescent education. London, Rebman limited, 1912. x, 185 p. 8°.
29. **Chalke, R. D.** A synthesis of Froebel and Herbart. London, W. B. Clive, University tutorial press, 1912. xvi, 241 p. 12°.
30. **Fisher, Mary.** A valiant woman; a contribution to the educational problem. New York, T. Y. Crowell company [1912] xiii, 303 p. 12°.  
CONTENTS: 1. The teacher. 2. The English question. 3. Instruction in foreign languages, ancient and modern. 4. Instruction in science and history. 5. Ethical teaching. 6. Methods and method makers. 7. The valiant woman.  
"Under the guise of a tribute to an honored teacher's memory, the author here presents a lively, thorough, and up-to-date discussion of vexed educational problems now attracting world-wide interest."
31. **Kubbe, Karl.** Die schule der zukunft. Pädagogische studien, 33: 334-44, 403-17, Heft 5, 6.  
Discusses the pedagogical theories of Wilhelm Ostwald, Wilhelm Bölsche, Gustav Wyneken, J. Tews, and Alfred Klaar, as expressed originally in addresses at meeting of the Goethe society.
32. **Peeters, Edward.** L'évangile de l'éducateur. Éducateur moderne, 7: 341-54, 395-406, octobre, novembre 1912.  
An estimate of Rousseau's Émile.
33. **Rice, J. M.** Scientific management in education. New York, Publishers printing company, 1913. xxi, 282 p. 12°.  
Contains the following 12 articles, originally published at intervals in the Forum: Educational research, Obstacles to rational educational reform, Essentials in elementary education, Economy of time in teaching, Futility of the spelling grind (I-II), A test in arithmetic, Causes of success and failure in arithmetic, Talent vs. training in teaching, Results of a test in language, Need of a new basis in education, Need of a new basis in supervision.



34. **Rusk, Robert R.** Introduction to experimental education. London, New York [etc.] Longmans, Green, and co., 1912. 303 p. 12°.  
 "This work seeks to make accessible in convenient form for English readers the main results of investigations in the new subject of experimental education."
35. **Snow, Mary S.** Essentials in education. *Journal of education*, 76: 507-8, November 14, 1912.

### EDUCATIONAL PSYCHOLOGY.

36. **Binet, Alfred and Simon, Th.** A method of measuring the development of the intelligence of young children. Authorized translation with preface and an appendix, containing an arrangement of the tests in age and diagnostic groups for convenience in conducting examinations, by Clara Harrison Town. Lincoln, Ill., The Courier company, 1912. 83 p., 8 l. illus. 8°.
37. **King, Irving and Johnson, Harry.** The writing abilities of the elementary and grammar school pupils of a city school system measured by the Ayres scale. *Journal of educational psychology*, 3: 514-20, November 1912.  
 In this study the Ayres scale was applied to the writing of grammar and elementary school children of a small city school system, with reference to determining the age, grade and school variations in legibility of handwriting.
38. **O'Shea, M. V.** Precocity in children. *Child-welfare magazine*, 7: 126-30, December 1912.  
 To be continued.
39. **Squire, Carrie Ransom.** Graded mental tests. Part III. Judgment, conclusions and summary of results. *Journal of educational psychology*, 3: 493-506, November 1912.  
 Parts I and II appeared in earlier issues.
40. **Wallin, J. E. Wallace.** The present status of the Binet-Simon graded tests of intelligence. St. Louis, 1912. 14 p. 8°.  
 Reprint from the *Alienist and neurologist*, vol. 33, no. 2, May 1912.
41. **Whitby, Charles J.** The knell of formal training. *Journal of education* (London), 44: 811-12, December 1912.

### SPECIAL METHODS OF INSTRUCTION.

42. **Craig, Anne A. T.** The dramatic festival. A consideration of the lyrical method as a factor in preparatory education. With a foreword by Percival Chubb and an introduction by P. W. Dykema. New York and London, G. P. Putnam's sons, 1912. xxviii, 363 p. 12°.
43. **Fisher, Dorothy Canfield.** A Montessori mother. New York. H. Holt and company, 1912. x, 240 p. illus. 12°.  
 An exposition of the technic of the method, together with "Americanized meditations on Dr. Montessori's Italian text," by "one of the first American mothers to come into close contact with her and her work."
44. **Hall, John W.** Plans for graded lessons. *Elementary school teacher*, 13: 171-79, December 1912.  
 The plans set forth are the outgrowth of students' work in methods in the University of Cincinnati. The writer emphasizes two ideas, viz.: "The richness of subject-matter and the organization of this material into good thought problems."
45. **McDaniel, C. H.** The Hammond plan. What one city is trying to do. *American school board journal*, 45: 13-14, 57, December 1912.  
 "At no time in the history of American education have such successful efforts been made to fit the schools to the needs of the communities they serve. Whether or not the work Mr. McDaniel and his associates are doing is new in theory or method, it offers food for thought and should lead school officials to ask themselves whether their schools are studying their local problems . . ."



46. **McMunigle, Mary G.** Why Columbia university rejects the Montessori method. Pittsburgh school bulletin, 6: 1461-65, November 1912.  
Continued from the October number.
47. **Wild, Laura H.** An interesting application of the new education. Gary's unique experiment. Ohio teacher, 33: 150-51, November 1912.
48. **Wilson, H. B.** Motivating the children's school work. An account of how high grade results were secured from a Decatur, Illinois, class through the motive of contributing. Atlantic educational journal, 8: 127-30, December 1912.

### SPECIAL SUBJECTS OF CURRICULUM.

49. **Auerbach, Matilda.** A syllabus of solid geometry used in the Ethical culture school. School science and mathematics, 12: 743-54, December 1912.
50. **Bricker, Garland A.** The qualifications of the teacher of agriculture. Progressive teacher, 18: 36, 38, December 1912.  
Discusses the following qualifications: Rural mindedness, enthusiasm, harmonious adjustment, and professional knowledge.
51. **Hunsaker, A. F.** Civics in the secondary schools. Education, 33: 228-37, December 1912.  
Urges teaching of civics in secondary schools as a most important part of the curriculum.
52. **Lord, Tillie Gemunder.** High school music. Its present weakness and future possibilities. School music, 13: 13-15, November 1912.
53. **Noyes, Ernest C.** Progress in standardizing the measurement of composition. English journal, 1: 532-36, November 1912.  
"Read before the Joint conference on English at the National education association in Chicago, July 11, 1912."
54. **Rogers, Dora B.** More flexibility in the college entrance requirements in English. West Virginia school journal, 41: 358-60, December 1912.
55. **Skarstrom, William.** Gymnastic teaching. The technical side of teaching. American physical education review, 17: 637-43, November 1912.
56. Suggested syllabus of high school zoology. School science and mathematics, 12: 777-93, December 1912.  
"A report offered by the Committee on syllabus, of the biology section of the High school conference of the University of Illinois. Presented for discussion at the meeting of November 21-23, 1912."
57. **Wettstein, R. von.** Die biologie in ihrer bedeutung für die kultur der gegenwart. Monatshefte für den naturwissenschaftlichen unterricht, 5: 433-40, Heft 10.  
The author summarizes biological achievement and discusses its import. Emphasizes need of disseminating accurate, nonsensational information through popular education. For another article on this subject, by A. Czerny, see Heft 11 of the same periodical.
58. **Wooley, Edwin C.** Students' use of the dictionary. Educational review, 44: 492-501, December 1912.

### RURAL EDUCATION.

59. **Bull, Mary L.** The rural school warm lunch. Journal of home economics, 4: 477-81, December 1912.  
"Presented to the Lake Placid meeting of the administration section of the American home economics association, June 1912."
60. **Carney, Mabel.** Country life and the country school. A study of the agencies of rural progress and of the social relationship of the school to the country community. Chicago, Row, Peterson and company [1912] xxii, 405 p. illus. 12°.

61. **Curran, Margaret C.** The metamorphosis of rural schools. *Northwest journal of education*, 25: 168-71, December 1912.  
Gives the progress that has been made in rural schools in the last twenty years.
62. **Curtis, Henry S.** The rural school as a social center. *Social center*, 1: 102-104, December 1912.
63. **Fant, J. C.** Recent progress in rural education, in 1911-1912. *Mississippi educational advance*, 2: 24-27, December 1912.  
Tells of the recent progress in Mississippi.  
"Made at request of U. S. Bureau of education."
64. **Hamilton, J. M.** The problem of the rural school. *Inter-mountain educator*, 8: 5-7, November 1912.  
Discusses in particular the supervision of rural schools.
65. **Knapp, Bradford.** New activities of rural education. *Educational foundations*, 24: 221-26, December 1912.  
Address delivered at the Conference for the study of problems of rural life, held at the University of Virginia summer school, July 1912.  
Discusses particularly the work of the United States Department of agriculture known as the Farmers' cooperative demonstration work.
66. **Lewis, Adah.** How to teach home economics in the rural school. *Eastern school journal*, 28: 257-58, November 1912.  
Gives a list of equipment for teaching domestic science in rural schools which costs less than ten dollars.
67. **Maphis, Charles G.** The rural high school and the training of high school teachers. *Virginia journal of education*, 6: 67-70, November 1912.  
"A paper read at the Conference for education in the South, April 1912."
68. **Medd, J. C.** Rural and agricultural education. *Nineteenth century*, 72: 195-264, November 1912.  
Describes conditions in Great Britain.
69. **Rural recreation.** *Playground*, 6: 267-308, November 1912.  
A series of articles by different authors on various phases of rural recreation.
70. **Scudder, Myron T.** Country life and the rural school. *School journal*, 80: 41-44, December 1912.  
Gives games and playground equipment for rural schools.
71. **Shriber, J. H.** The central system of rural and village school supervision for Boulder county, Colorado. *Nebraska school review*, 5: 20, 22-24, November 1912.
72. **Thompson, Elizabeth E.** The three group classification of pupils for the rural school. *Atlantic educational journal*, 8: 145-48, December 1912.  
Tells "what can be done to improve the hundreds of small, crowded one-room buildings, untrained teachers, and the constant cry of lack of time." Gives suggestions for a daily program and a course of study.
73. **Wisconsin. State board of public affairs.** Preliminary report on conditions and needs of rural schools in Wisconsin. Results of field study reported . . . by the Training school for public service. August, 1912. 92 p. 8°. [Bureau of municipal research, New York. Efficient citizenship bulletin no. 587.]

## SECONDARY EDUCATION.

74. **The organization of a high school.** *Journal of education*, 76: 573, 578, November 28, 1912.  
"Mount Vernon, New York, has taken an heroic stand on the reorganization of the high school under the lead of a special committee, of which Jacques W. Redway of geography fame is chairman. We give the substance of their report without quotation marks."

75. **Sisson, Edward O.** College students' comments on their own high-school training. *School review*, 20: 649-64, December 1912.

Notes fact that the most favorable reports "on nearly all aspects of school life come from *small high schools*."

76. **Snedden, David.** The training of high school teachers. *Journal of education*, 76: 512-13, November 14, 1912.

Portions of a paper read before the Maine teachers' association, at Portland, October, 1912.

### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

77. **Kahn, Joseph.** Why teachers fail: fundamental causes and remedies. *Education*, 33: 193-99, December 1912.

Gives two reasons: "1. Ignorance of the science of pedagogy. 2. Inability to apply the principles of pedagogy to teaching problems."

78. Die preussische und die bayerische lehrerbildung. *Pädagogische zeitung*, 41: 885-87, November 7, 1912.

A comparison of teacher-training programs in the two German states based on recent changes.

79. **Smith, Frank W.** The normal school ideal. *Education*, 33: 223-27, December 1912.

Lays emphasis on the practice school. "It must be complete, i. e., it must have all the grades which normal graduates are ordinarily called upon to teach."

### HIGHER EDUCATION.

80. **Butler, Nicholas Murray.** The service of the university. *Educational review*, 44: 511-20, December 1912.

Defines a university as "an institution where students adequately trained by previous study of the liberal arts and sciences are led into special fields of learning and research by teachers of high excellence and originality."

81. Cost of going to college. *Nation*, 95: 557-58, December 12, 1912.

Editorial review of an article by H. T. Claus in the Boston transcript, discussing the increased expenditure now required from college students.

82. **Croiset, Alfred.** Les universités françaises. *Revue bleue (Paris)*, 50: 641-45, November 23, 1912.

83. **Hall, Clayton C.** Statesmanship and the universities. *Forum*, 48: 701-12, December 1912.

Writer says that the universities will best serve the public interests in the immediate future by undertaking historical investigation and the study of the science of law and of government. Systematic research in the recent past and in the present has been too much devoted to the physical sciences.

84. **Harvey, D. C.** The Rhodes scholar. *University magazine (Montreal)*, 11: 602-15, December 1912.

85. **Parkin, George R.** The Rhodes scholarships. Boston and New York, Houghton Mifflin company, 1912. x, 250 p. illus. 8°.

CONTENTS: 1. The founder. 2. The will. 3. The university and the colleges. 4. Methods of selection. 5. Age limits and collegiate standing. 6. The university system. 7. The social side of Oxford life. 8. Oxford and the Empire—America—Germany. 9. The scholar.

86. **Rogers, A. K.** The function of the American college. *Popular science monthly*, 81: 574-81, December 1912.

If the college recognizes its responsibility to democracy, it should "make its main end not scholarship in the technical sense, but breadth, poise, and vision."



## SCHOOL ADMINISTRATION.

87. **Aley, Robert J.** The non-legal duties of the school committee. *American school board journal*, 45: 11-12, 51-52, December 1912.  
 "Few writers on school administration can speak of school board matters from more intimate knowledge than Mr. Aley . . . He has observed the working of school board authorities in all parts of the United States . . ."
88. **Gayler, G. W.** Are the elementary schools getting a square deal? *Psychological clinic*, 6: 174-77, November 15, 1912.  
 Gives data with regard to the grades and high schools for thirteen school systems of Central Illinois. Compares the per cent of pupils in grades and high schools with the per cent of money spent for grade teaching and high school teaching.
89. **Hess, William L.** The American school board. *American school board journal*, 45: 17, 53, December 1912.
90. **Maxwell, William H.** My ideals as superintendent. *Educational review*, 44: 451-59, December 1912.  
 Advocates using of school buildings for social and civic purposes, etc.
91. **Robinson, Edward Van Dyke.** The reorganization of the grades and the high school. *School review*, 20: 665-88, December 1912.  
 Cites the experience of various communities which have tried different plans, such as the ten-and-two plan, six-and-six plan, eight-one-and-three plan, etc.
92. **Sasse, O.** Begin und ende der schulpflicht. *Die lehrerin*, 29: 257-59, November 9, 1912.  
 Discusses length of compulsory education term in Prussia.

## SCHOOL MANAGEMENT.

93. **Friedrich, J.** Erfahrungen mit der "selbstregierung" der schüler in der volks-schule. *Allgemeine deutsche lehrerzeitung*, 64: 521-25, November 29, 1912.  
 Relates some actual experiences with student self-government in German elementary schools.
94. **Harris, James H.** Standardization of school work. *Midland schools*, 27: 112-15, December 1912.
95. **Maxwell, William H.** How to help the backward children. *Missouri school journal*, 39: 532-40, December 1912.  
 Discusses a few ways in which the New York teachers are trying to help the backward child.
96. **Raymer, J. W.** Advisory systems in high schools. *Educational review*, 44: 466-91, December 1912.  
 Among other things the writer advocates the guidance or control of the "outside" activities or interests—athletics, literary, musical, etc.
97. **Thompson, Frank E.** Economy of time in elementary education. *Colorado school journal*, 28: 10-12, November 1912.  
 "Read before the Council of education of the N. E. A. at St. Louis."

## SCHOOL SANITATION AND HYGIENE.

98. **Bryant, Louise Stevens.** General development and present status of the school feeding movement. *Journal of home economics*, 4: 472-77, December 1912.  
 "Presented at the Lake Placid meeting of the administration section of the American home economics association, June 1912."
99. **Moore, W. Clement.** Medical inspection and physical education in the small city. *American school board journal*, 45: 8, December 1912.  
 Gives some samples of cards used in Northfield City, N. J.

100. **Ogley, Daniel H.** School lighting. *Educational times* (London), 45: 459-60, November 1912.
101. **Rapeer, Louis W.** Outlines of educational hygiene, emphasizing medical supervision. *Education*, 33: 200-207, December 1912.  
Gives an extensive table of the divisions of educational hygiene. Calls attention to the fact that only one university (Stanford) has a chair devoted to the science of school health.
102. Report of the New York school lunch committee. *Journal of home economics*, 4: 482-90, December 1912.  
Mabel Hyde Kittredge, chairman.  
"Presented by title at the Lake Placid meeting of the administration section of the American home economics association, June 1912."
103. **Sargent, Dudley A.** Defects in the school curriculum in physical training as shown by the disabilities of college students. *American physical education review*, 17: 602-607, November 1912.

### PLAY AND PLAYGROUNDS.

104. **Curtis, Henry S.** The public school camp. *Journal of education*, 76: 543-44, November 21, 1912.
105. **Johnson, George E.** Why teach a child to play? *Kindergarten review*, 23: 197-205, December 1912.
106. **Schultze, Ernst.** Amerikanische volkspärke. *Körperliche erziehung*, 8: 291-98, October 1912.  
A description from the German point of view of parks, playgrounds and baths in New York, Chicago, and other American cities.
107. **Shippo, Guy L.** Municipal recreation centers. *Kindergarten-primary magazine*, 25: 96-99, December 1912.  
"An address given at the International kindergarten union meeting, Des Moines, Iowa."  
Gives a short history of the playground movement.

### SOCIAL ASPECTS OF EDUCATION.

108. **Baldwin, Simeon E.** The relations of education to citizenship. New Haven, Yale university press; London, H. Frowde, 1912. 178 p. 12°.  
CONTENTS: 1. The power which education gives for public service. 2. Shaping education to citizenship. 3. The educated man as a voter, and private citizen. 4. The educated man in public office. 5. The educated man as a creator of public opinion. 6. The spirit of Christian citizenship.  
Published in the series of Yale lectures on the responsibilities of citizenship.
109. **Chancellor, William Estabrook.** Temperament and the education of foreigners and of their children for American citizenship. *Educational foundations*, 24: 196-209, December 1912.  
"This address . . . has aroused so much interest in so many quarters that we have persuaded [the author] to write it out in full . . . It has startling import for all social workers and psychologists. It throws new and valuable light upon the theory of retardation. And best of all, it is a distinctly scientific study by a man who knows medicine as well as education by graduate university courses at home and abroad."—Editor's notes.  
"Address developed from the notes as delivered before the International congress of hygiene and demography, Washington, D. C., September 25, 1912."
110. Civic significance of the social center movement. Stenographic report of a talk before the League of American municipalities, at Buffalo, N. Y., September 18, 1912. *Social center*, 1: 53-66, December 1912.
111. **Strayer, George D.** The teacher's contribution to social progress. *American education*, 16: 124-27, November 1912.
112. **Wild, Laura H.** Training for social efficiency. *Education*, 33: 208-22, December 1912.  
Number 6 of series. Deals with the relation of health to efficiency.

113. **Winship, A. E.** The school's growing service to the home. A rapid survey of the progressive tendencies in our American public schools. *Journal of education*, 76: 539-42, 550, November 21, 1912.

"By permission of the publishers of *Good housekeeping* this article, which appeared in the October issue, is reprinted. It is the clearest brief statement that has been made of some of the most vital features of progressive educational development."

#### CHILD WELFARE.

114. **Kirtley, James S.** That boy of yours. Sympathetic studies of boyhood. New York, Hodder and Stoughton [1912] 250 p. 8°.
115. **Russell, Thomas H., ed.** Our little men and women. Modern methods of character building. [Chicago, 1912] 352 p. illus. 8°.
- Deals chiefly with the subject of children at play, including special articles on the Boy scouts, girls' open-air clubs, and other child-welfare topics.
116. **Whitehouse, J. H., ed.** Problems of boy life. London, P. S. King & son, 1912. 342 p. 8°.
- Includes papers by various authors on Reform of elementary education, Economics of boy labor, The boy criminal, The station lounge, Street trading by children, Supervision of juvenile employment, Dr. Kerschensteiner's system of education in Munich, The school as a means of social betterment, Children's care committees, Homes for working boys, Religious influences and the adolescent, Cross-fertilization in schools, The breaking down of caste, Recent parliamentary and other inquiries concerned with problems of boy life.

#### MORAL AND RELIGIOUS EDUCATION.

117. **Andress, J. Mace.** The Sunday-school and educational progress. *Educational review*, 44: 502-6, December 1912.
- Urges the adoption of approved educational principles in Sunday-school work, in order to deal with problems of social welfare, etc.
118. **Brereton, Cloudesley.** The character-forming influence of vocational education. *Journal of education* (London) sup., 44: 779-80, November 1912.
- A paper read at the Hague moral education congress.
119. Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country without violating the spirit of the Constitution and without justifying antagonism from religious sects. IV. *Educational foundations*, 24: 233-38, December 1912.
- Continued from November number.
120. **Coe, George A.** The nature and scope of church leadership in the field of education from the Sunday-school viewpoint. *Religious education*, 7: 476-79, December 1912.
121. **Cope, Henry F.** Efficiency in the Sunday school. New York, Hodder & Stoughton [1912] 253 p. 12°.
- "An attempt to consider the Sunday school seriously as an educational institution, having in mind the needs of intelligent teachers and officers who are earnestly seeking to make their schools more efficient."
122. **Meyer, J. Shelly.** The growth and resources of training schools. *Religious education*, 7: 550-55, December 1912.
123. Religiöse zwangerziehung. *Pädagogische zeitung*, 41: 887-88, November 7, 1912.
- Argues it is not only the right but the duty of the teacher to take a stand on the question of compulsory religious instruction.
124. Scripture teaching in secondary schools. Papers read at a conference held in Cambridge 10-13 April 1912, ed. by N. P. Wood, with a preface by F. C. Burkitt. Cambridge, University press, 1912. xiv, 73 p. 12°.
125. **Sherman, Franklyn Cole.** The home cooperating with the Sunday school. *Religious education*, 7: 497-501, December 1912.



## MANUAL AND VOCATIONAL TRAINING.

126. **Cooley, Edwin G.** The need for vocational schools. *Educational review*, 44: 433-50, December 1912.  
A report to the Educational committee of the Commercial club of Chicago.  
"It is," says the writer, "plainly impossible to provide in the present system of elementary and secondary schools the instruction recommended. Separate schools are necessary whose equipment, corps of teachers, and board of administration must be in the closest possible relation to the occupations."
127. **Hutchinson, T. Herbert.** Vocational guidance. Association seminar, 20: 427-52, June 1912; 21: 9-27, 46-60, October, November 1912.  
To be continued.  
Gives evidence of the necessity of training for efficiency, and points out the need and importance of vocational guidance.  
Pt. 3 deals with the history of vocational guidance.
128. **Lane, Winthrop D.** Education and work: a twilight zone. *Survey*, 29: 225-28, November 23, 1912.  
Describes the work of the Second national conference on vocational guidance, New York City, October 1912.
129. **Leavitt, Frank M.** Some sociological phases of the movement for industrial education. *American journal of sociology*, 18: 352-60, November 1912.  
Emphasizes the fact that the industrial education movement is bound to have a profound effect on the whole system of popular education. Discusses vocational education in all its phases.
130. **Moore, Harris W.** Manual training toys for the boy's workshop. Peoria, Ill., The manual arts press [1912] 111 p. illus. 8°.  
"Dedicated to the boy who likes to tinker 'round."
131. **Musselman, H. T.** The work of the College of industrial arts. *Texas school magazine*, 15: 7-9, December 1912.  
Describes what is being done at the College of industrial arts at Denton, Texas.
132. **Scott, J. F.** Apprenticeship under the English gild system. *Elementary school teacher*, 13: 180-88, December 1912.  
Describes apprenticeship during the Middle Ages and the period of the Renaissance.
133. **W., L. L.** Specialized or composite school for vocational work? *Journal of education*, 76: 567-68, November 28, 1912.

## EDUCATION OF WOMEN.

134. **Carrigan, Thomas C.** Higher education for Catholic women. *Catholic educational review*, 4: 417-29, November 1912.  
"Address delivered at the dedication of the Catholic girls' high school, Philadelphia, Pa., November 1, 1912."
135. **Mehlan, O.** Erzieht unsere volksschule die mädchen in rechter weise für ihren lebensberuf? *Pädagogische zeitung*, 41: 925-31, November 21, 1912.  
An interesting German view of the question as to the adequacy of present elementary school methods in "preparing girls for their life-work."
136. **Rice, Richard, jr.** The educational value of coeducation. *Independent*, 73: 1304-6, December 5, 1912.  
Coeducation teaches men and women their political interdependence.
137. **Rickert, Edith.** Exclusiveness among college women. *Century magazine*, 85: 227-35, December 1912.  
Discusses the fraternity system in women's colleges. A critical article, fully illustrated. The author deprecates the growth of fraternities for women in educational institutions of this country.
138. **Sachs, Hildegard.** Fénelon's system der mädchenerziehung im licht moderner betrachtungsweise. *Die lehrerin*, 29: 273-76, November 23, 1912.  
Points out Fénelon's clear conception of the aim of all education as preparation for the ordinary tasks of life, and his insistence upon the practical.

## EXCEPTIONAL CHILDREN.

139. **Scholz, L.** *Anomale kinder.* Berlin, S. Karger, 1912. 442 p. 8°.  
Intended for educated persons interested in child welfare, for parents and teachers, and for conductors of special schools and institutions for feeble-minded children.
140. **Wallin, J. E. Wallace.** *Experimental studies of mental defectives. A critique of the Binet-Simon tests and a contribution to the psychology of epilepsy.* Baltimore, Warwick & York, 1912. 155 p. 12°. (Educational psychology monographs)  
"Results of a systematic critical study of the Binet-Simon scale when applied to a colony of over 300 epileptics."

## UNIVERSITY EXTENSION.

141. **Moulder, Priscilla.** *The Oxford summer school. World's work* (London) 20: 651-56, November 1912.  
An account of what Oxford university is doing for working men and women.



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